

The answers start from the next page.

EII 1 – 3

1	2	3
<b>I</b>	<b>I</b>  1) people  towards  2) very small  Dorothy  3) three  one	<b>I</b>  1) a foot  (little) bells  2) white  sprinkled  3) blue  a deep roll
1) 3  2  1	<b>II</b>  1) was not enjoying  2) became more interested	<b>II</b>  1) wear a ridiculous costume  2) in his costume
Note		

4	5
<p><b>I</b></p> <p>1) (much) older</p> <p>2) afraid</p> <p>house</p> <p>3) (so) grateful</p> <p>the Wicked Witch</p>	<p><b>I</b></p> <p>1) the (little) woman</p> <p>2) innocent</p> <p>anything</p> <p>3) the (little) woman</p> <p>some mistake</p>
<p><b>II</b></p> <p>1) full of confidence</p> <p>2) frightened</p> <p>leapt</p>	<p><b>II</b></p> <p>1) The policeman called Pedro</p> <p>2) the policeman discovered</p>
<p>Note</p>	

EII 6 – 8

6	7	8
<b>I</b> 1) held 2) concerned	<b>I</b> 1) work very hard 2) obliged	<b>I</b> 1) was surprised 2) was weaker
<b>II</b> 1) marvellous 2) clasped 3) evidently 4) dismay 5) glistening 6) brim	<b>II</b> 1) obliged 2) dwelt 3) midst 4) slaving 5) wrinkles 6) queerest	<b>II</b> 1) two good witches the North and the South 2) killed one (of them)
Note		

9	10
<p><b>I</b></p> <p>1) been dead for many years</p> <p>2) never heard of Kansas</p>	<p><b>I</b></p> <p>1) The silver shoes</p> <p>2) magic power</p>
<p><b>II</b></p> <p>1) been civilised</p> <p>cut off from (all) the rest of the world</p> <p>2) Oz (himself)</p> <p>more powerful than</p>	<p><b>II</b></p> <p>1) help</p> <p>to her aunt and uncle</p> <p>2) their heads</p> <p>a great desert</p> <p>none could live to cross it</p>
<p>Note</p>	

11	12	13
<b>I</b>	<b>I</b>  1) Queen  England  2) prince  Albert  3) the most powerful  Queen (Victoria) (Victoria) (Queen of England)	<b>I</b>  1) England  face-to-face  2) brought  Windsor Castle (one of the royal residences)  3) listened  story
1) 3  1  2	<b>II</b>  1) Most people thought  2) he became more popular	<b>II</b>  1) the Queen had died  2) festivities  years
Note		

14	15
<p><b>I</b></p> <p>1) King Gezo</p> <p>2) a small space</p> <p>3) (the) other (human) victims</p> <p>her turn</p>	<p><b>I</b></p> <p>1) a princess</p> <p>her face</p> <p>2) Egbado</p> <p>the world</p> <p>3) had asked</p> <p>Sarah</p>
<p><b>II</b></p> <p>1) frightened</p> <p>pointed at</p> <p>2) he had been caught</p>	<p><b>II</b></p> <p>1) did not believe</p> <p>thought</p> <p>2) true</p> <p>proved</p>
<p>Note</p>	

EII 16 – 18

16	17	18
<b>I</b>  1) picture  2) comforted	<b>I</b>  1) cost  2) formally	<b>I</b>  1) in her diary  2) by Sarah’s friends
<b>II</b>  1) witnessed  2) reassured  3) capture  4) residence(s)  5) monarchs  6) portraits	<b>II</b>  1) officially  2) commands  3) identity  4) expenses  5) overwhelming  6) affection	<b>II</b>  1) the lessons (that) she was taking from Mrs Forbes and the Forbes children  2) was private, and few people could afford it
Note		



19	20
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) totally new to Sarah</li> <li>2) any other blacks</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) The most exciting experience</li> <li>2) receiving special help</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) (black) students, servants and labourers</li> <li>2) had lived among only black people for most of her life</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) with an early-morning rise, washing, and family prayers</li> <li>2) would have taken an early carriage ride to Windsor</li> </ol> <p>Commander Forbes</p>
<p>Note</p>	

21	22	23
<b>I</b>	<b>I</b>  1) how to do sums  2) Antony  3) correspondence school	<b>I</b>  1) loved their farm  2) problems  3) stowed them away
1) 1  3  2	<b>II</b>  1) put another log  telling  all the different classes at school  2) get some lunch	<b>II</b>  1) almost always happy and smiling (in the morning) (usually happy and smiling)  2) was frowning  walked down the path  looked troubled  pushed the letters
Note		

24	25
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) copied</li> <li>2) did not answer</li> <li>3) went (quietly)</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) being alive</li> <li>2) yelled</li> <li>3) went to the paddock</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) from a (brisk) walk in the fields</li> <li>2) close to his grandmother (gazing over the fields)</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) tiptoe silently down the stairs go to the back door</li> <li>2) lorries used the road (early in the morning)</li> </ol>
<p>Note</p>	

EII 26 – 28

26	27	28
<b>I</b>  1) nosey  2) provided	<b>I</b>  1) sniffing sounds  2) headgear	<b>I</b>  1) had found  the beach  2) never knew where the pony had come from  ever came to claim Flash
<b>II</b>  1) provided  2) brisk  3) tumbled  4) frowned  5) stowed  6) inquisitive	<b>II</b>  1) rumbling  2) spluttered  3) tinted  4) disturb  5) snuffled  6) bridle	<b>II</b>  1) fall over whenever he wanted  turn a somersault  pretend to drop dead  2) Antony had no idea
Note		

29	30
<p><b>I</b></p> <p>1) (had) built a ramp the paddock</p> <p>2) Flash pretended to drop dead at the end of the wall</p>	<p><b>I</b></p> <p>1) his ears back through his nose he smelt trouble coming</p> <p>2) shook his head doubtfully inquisitive the dune</p>
<p><b>II</b></p> <p>1) the rumbling of a car engine</p> <p>2) (of any sort) rarely came they came along the dirt track</p>	<p><b>II</b></p> <p>1) a big box on thick fat wheels electric blue TASMAN TRUE PRODUCTIONS (Tasman true productions)</p> <p>2) two people inside (the car) the tinted glass them clearly</p>
<p>Note</p>	

31	32	33
<b>I</b>	<b>I</b>  1) in love with  2) stopped to talk  3) come to the point at once	<b>I</b>  1) twittered  2) flew away  3) began to tire
1) 3  2  1	<b>II</b>  1) leaves drooped sadly towards the pavement  2) withered leaves straightened themselves out  shook with anger	<b>II</b>  1) would not let him join in  building a sandcastle  2) became bored with  no fun
Note		

34	35
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) (the most) graceful curtsies</li> <li>2) shook her head</li> <li>3) flew away</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) the statue</li> <li>2) golden bedroom</li> <li>3) go to sleep</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) how old might be to live all those thousands of years ago</li> <li>2) too attached to his video game</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) terribly confused there were just so many to choose from</li> <li>2) eyes sprung wide open That's the one! That's it!</li> </ol>
<p>Note</p>	

# EII 36 – 38

36	37	38
<b>I</b> 1) interested in herself 2) figure made of metal	<b>I</b> 1) living and breathing 2) friends	<b>I</b> 1) was so beautiful pleasure be happiness 2) (all) the ugliness and (all the) misery of his city weep
<b>II</b> 1) approved 2) coarse 3) selfishness 4) conversation 5) ripples 6) statue	<b>II</b> 1) attached 2) withered 3) alive 4) companions 5) alight 6) bargain	<b>II</b> 1) seated passion-flowers a satin gown 2) lying ill a bed the corner of the room for oranges
Note		



39	40
<p><b>I</b></p> <p>1) crying</p> <p>had nothing to give him but river water</p> <p>2) bring</p> <p>the ruby out of his sword-hilt</p>	<p><b>I</b></p> <p>1) stay with</p> <p>be his messenger</p> <p>2) pick out the great ruby from the Prince's sword</p>
<p><b>II</b></p> <p>1) the boy/he was so thirsty</p> <p>2) staying on the river</p> <p>always throwing stones at him</p>	<p><b>II</b></p> <p>1) bargaining with each other</p> <p>weighing out money in copper scales</p> <p>2) the boy was tossing feverishly on his bed</p> <p>(was tired and) had fallen asleep</p>
<p>Note</p>	

41	42	43
<b>I</b>	<b>I</b>  1) go home  2) (suddenly) became silent  3) disappeared (completely)	<b>I</b>  1) remained closed (was closed)  2) finished  3) going on
1) 2  1  3	<b>II</b>  1) saved up for months to buy a packet of Filigree’s fizz bombs  heartbroken  2) Maria’s/her spirits brightened (she felt brighter) (she brightened up)	<b>II</b>  1) the (ancient) furnace (in the basement)  2) the first blast of cold autumn wind hit
Note		

44	45
<p><b>I</b></p> <p>1) were (still) locked and chained</p> <p>2) (smell of) melting chocolate (in the air)</p> <p>3) (small dark) shadows</p>	<p><b>I</b></p> <p>1) full of workers</p> <p>2) fantastic and delicious (all the time)</p> <p>3) find out</p>
<p><b>II</b></p> <p>1) last year's 'Best in Show' (last year's Best in Show)</p> <p>win again (this year)</p> <p>2) cancelled</p> <p>a (huge) tiger</p> <p>winning any prizes (this year)</p>	<p><b>II</b></p> <p>1) the piano</p> <p>the (magnificent) parties</p> <p>the (big) house</p> <p>2) not been seen since</p> <p>(even) say (that) she died</p>
<p>Note</p>	

46	47	48
<b>I</b>  1) employing  2) ridiculous	<b>I</b>  1) dim  2) particularly	<b>I</b>  1) opened (at last)  lucky few  2) (actually) going to be allowed to go inside the factory
<b>II</b>  1) employed  2) recipe(s)  3) absurd  4) headline  5) astonishing  6) genius	<b>II</b>  1) furnaces  2) Faint  3) particularly  4) completely  5) securely  6) muttered	<b>II</b>  1) shown around  Willy Wonka  (all) the secrets and (the) magic  2) special present  enough chocolates and sweets
Note		

49	50
<p><b>I</b></p> <p>1) (five) lucky finders (five) Golden Tickets</p> <p>2) dotty brilliant</p>	<p><b>I</b></p> <p>1) as much chance as anybody else birthday</p> <p>2) afford to buy bars of chocolate every day</p>
<p><b>II</b></p> <p>1) (quite) ill to think of it</p> <p>2) a hope one bar a year</p>	<p><b>II</b></p> <p>1) Augustus Gloop the first Golden Ticket</p> <p>2) wild with excitement (over their hero)</p>
<p>Note</p>	

51 – 54	55
<div>I</div>	<div>I</div> <div>1)</div> <div><ul style="list-style-type: none"><li>Students choose the answer that they think is most likely. They may tick any answer. (The first answer describes what actually happens.)</li></ul></div>

56 – 59	60
<p><b>I</b></p>	<p><b>I</b></p> <hr/> <p>1)</p> <ul style="list-style-type: none"> <li>• Students may answer the question using their own words and their own ideas, but they should justify their answer.</li> <li>• Encourage students who have not included a reason to provide one by adding a 'because' clause or writing another sentence.</li> <li>• Answers should be correctly punctuated and the words correctly spelt.</li> </ul> <p>SAMPLE ANSWERS</p> <p>I would like to live in the house of Dies Drear, because there are lots of interesting hidden passageways.</p> <p>I wouldn't like to live in the house because it sounds very spooky.</p> <p>I would not like to live in the house of Dies Drear. The house is old and draughty and there would be no friends to play with.</p>

61	62	63
<b>I</b>	<b>I</b>	<b>I</b>
	1) B	1) A
	2) D	2) C
<b>II</b>	<b>II</b>	<b>II</b>
1) come (out) to Australia	1) Perhaps it was because <u>he took such pleasure in seeing them grow.</u>	1) Some are team sports, such as hockey and volleyball, and some can be performed alone, such as <u>running and gymnastics.</u>
2) (bootmaking) business	2) he took (such) pleasure in seeing them grow	2) running and gymnastics can be performed
3) (even) set up factories	3) Then when spring came, the garden would come to life again, and <u>the gardener would begin to see the results of his hard work.</u>	3) Those who do <u>a great deal of training and pursue their sport competitively</u> may even become champions.
	4) the gardener would begin to see the results of his hard work	4) a great deal of training their sport competitively
<p><b>Note</b></p> <p>In the underlining exercises in EII 61–90, the students are required to underline at least the words underlined in the answer book.</p>		



64	65
<p><b>I</b></p> <p>1) B</p> <p>2) C</p>	<p><b>I</b></p> <p>1) C</p> <p>2) D</p>
<p><b>II</b></p> <p>1) <u>Students often have to support themselves away from their families and may also have to pay for their studies.</u></p> <p>2) students often have to support themselves away from their families</p> <p>3) A scholarship provides money that <u>can help a student pay for his or her education and living expenses.</u></p> <p>4) a student pay for his or her education and living expenses</p>	<p><b>II</b></p> <p>1) Since Sally <u>was an exceptionally bright student, her teachers encouraged her to consider a career in scientific research.</u></p> <p>2) to consider a career in scientific research an exceptionally bright student</p> <p>3) She could not help but be inspired by <u>the great engineers of the past, who built the first steam engines and motorcars.</u></p> <p>4) The great engineers (of the past) the first steam engines and motorcars</p>
<p>Note</p>	

66	67	68
<b>I</b> 1) unbelievable 2) given	<b>I</b> 1) hoped 2) continuing violently	<b>I</b> 1) D 2) The family moved to a small house in Glen Osmond
<b>II</b> 1) excelled 2) awarded 3) incredible 4) convinced 5) pursue 6) engineering	<b>II</b> 1) flourishing 2) raging 3) attention 4) set her sights on 5) opportunity 6) scholarship	<b>II</b> 1) In those days, <u>hardly any women went on to study at university and even fewer studied science.</u> 2) (in those days,) hardly any women went on to study at university and even fewer studied science
<b>Note</b> In the underlining exercises in EII 61–90, the students are required to underline at least the words underlined in the answer book.		

69	70
<p><b>I</b></p> <p>1) A</p> <p>2) exciting (he) loved it he was often homesick</p> <hr/> <p><b>II</b></p> <p>1) Sherrington saw how talented Florey was and encouraged him <u>to consider pathology as a career.</u></p> <p>2) encouraged Florey/him to consider pathology as a career</p>	<p><b>I</b></p> <p>1) C</p> <p>2) Lord Sherrington (had) recommended him for a job at Cambridge University</p> <hr/> <p><b>II</b></p> <p>1) <u>They hadn't seen each other for four years and though they had exchanged many letters, there was a lot they had to learn about each other.</u></p> <p>2) they hadn't seen each other for four years</p> <p>(though they had exchanged many letters,) there was a lot they had to learn about each other</p>
<p>Note</p>	

71	72	73
<b>I</b>	<b>I</b>  1) B  2) C	<b>I</b>  1) B  2) D
1) stood on an open eminence  2) a (golden square of) window  3) (all) alight	<b>II</b>  1) <u>He climbed up on to the windowsill</u> , the better to survey the sombre sky for any sign of a big, red figure being pulled by reindeer.  2) Billy/he climbed (up) on to the windowsill  3) Each time he heard a noise, he dashed over to the fireplace <u>to see whether Father Christmas was making his way down the chimney</u> .  4) see whether Father Christmas was making his way down the chimney	<b>II</b>  1) She was <u>a slender beauty, confident for her age, with a mass of jet-black hair falling to her heels and two perfectly green eyes</u> .  2) a slender beauty with a mass of jet-black hair two perfectly green eyes  3) His bushy eyebrows and strong cheekbones gave promise of <u>a commanding and powerful character</u> .  4) a commanding and powerful character
<b>Note</b>  In the underlining exercises in EII 61–90, the students are required to underline at least the words underlined in the answer book.		

74	75
<p><b>I</b></p> <p>1) B</p> <p>2) D</p>	<p><b>I</b></p> <p>1) A</p> <p>2) C</p>
<p><b>II</b></p> <p>1) <u>It was two hours past the usual time that Father was expected home</u>, and Sarah sat gazing vacantly at the rain outside.</p> <p>2) two hours past the usual time that Father was expected home</p> <p>3) <u>Usually a calm and gentle man</u>, tonight he was livid with rage.</p> <p>4) a calm and gentle man (a gentle and calm man) (calm and gentle) (gentle and calm)</p>	<p><b>II</b></p> <p>1) So <u>happy was the dog to see him</u> that she landed in a heap at her master's feet and nearly sent him flying.</p> <p>2) was (so) happy to see him</p> <p>3) “And who do you think will have to sew up that shirt now that <u>Sammy has torn it?</u>” she said.</p> <p>4) torn Thomas's shirt (torn it)</p>
<p>Note</p>	

76	77	78
<b>I</b> 1) cried out 2) enough	<b>I</b> 1) nervous 2) wasting time	<b>I</b> 1) D 2) the way to to see Papa and Mamma
<b>II</b> 1) annoyance 2) exclaimed 3) sufficient 4) commotion 5) reckless 6) recovered	<b>II</b> 1) sombre 2) dawdled 3) livid 4) slender 5) flustered 6) escort	<b>II</b> 1) <u>Miss Slighcarp thinned her lips disapprovingly and Bonnie, fearing that she had been forward</u> , said no more of her pursuits. 2) thinned her lips disapprovingly (that) she had been forward
<b>Note</b> In the underlining exercises in EII 61–90, the students are required to underline at least the words underlined in the answer book.		

79	80
<p><b>I</b></p> <p>1) C</p> <p>2) she/Pattern/the (house)maid had taken out a little case (apparently) containing letters and papers</p> <hr/> <p><b>II</b></p> <p>1) <u>Miss Slighcarp reeled under the impact—her bonnet came off, so did her grey hair, which, apparently, was a wig, leaving her bald, dripping, and livid with rage.</u></p> <p>2) reeled (under the impact)</p> <p>bonnet came off, so did her grey hair(, which, apparently, was a wig)</p>	<p><b>I</b></p> <p>1) B</p> <p>2) her best to wrestle with her rebellious temper</p> <hr/> <p><b>II</b></p> <p>1) She permitted Bonnie to lead her towards the apartments of her parents, having first <u>locked up several drawers in which she had deposited papers, and placed the keys in a chatelaine at her belt.</u></p> <p>2) (first) locked up several drawers in which she had deposited papers, and placed the keys in a chatelaine at her belt</p>
<p>Note</p>	

81	82	83
<b>I</b>	<b>I</b>	<b>I</b>
	1) A	1) A
	2) D	2) C
	<b>II</b>	<b>II</b>
1) ran up over down to	1) “How about over there, <u>in the wood behind the field.</u>	1) “Let’s build <u>a tree house</u> here,” he said.
2) swinging across the gully	2) the wood behind the field	2) to build a tree house
3) swinging back	3) Clutching sticks at their sides like swords, they pretended to be <u>knights defending their castle from attack.</u>	3) Though she could never admit it <u>for fear of being called a coward,</u> she was absolutely terrified of heights.
dragged his feet	4) knights defending their castle from attack	4) being called a coward
<b>Note</b> In the underlining exercises in EII 61–90, the students are required to underline at least the words underlined in the answer book.		



84	85
<p><b>I</b></p> <p>1) B</p> <p>2) D</p>	<p><b>I</b></p> <p>1) A</p> <p>2) C</p>
<p><b>II</b></p> <p>1) They were glad <u>their father had finally made the garage his permanent workshop.</u></p> <p>2) he had (finally) made the garage his permanent workshop.</p> <p>3) <u>James had read Nora's spy stories,</u> so he knew about spies.</p> <p>4) he had read Nora's spy stories</p>	<p><b>II</b></p> <p>1) But <u>Kent didn't like to speak much and he didn't feel very regal,</u> so instead of being a prince, he decided to choose another part.</p> <p>2) he didn't like to speak much he didn't feel very regal</p> <p>3) <u>Riding was his biggest passion</u> and this had given them the idea for his part in the play.</p> <p>4) riding was his/Kent's biggest passion</p>
<p>Note</p>	

86	87	88
<b>I</b> 1) cut off 2) longed	<b>I</b> 1) enemies 2) stumble	<b>I</b> 1) B 2) she was trying to get enough light to read
<b>II</b> 1) permanent 2) visions 3) plunged 4) clutching 5) siege 6) yearned	<b>II</b> 1) pasture 2) shimmering 3) enchanted 4) stumbled 5) foe 6) coward	<b>II</b> 1) <u>They might become extinct.</u> 2) they might become extinct
<b>Note</b> In the underlining exercises in EII 61–90, the students are required to underline at least the words underlined in the answer book.		

89	90
<p><b>I</b></p> <p>1) C</p> <p>2) his fingers itched to try to draw it on paper</p>	<p><b>I</b></p> <p>1) A</p> <p>2) Leslie could always come up with something funny that made the long days bearable</p>
<p><b>II</b></p> <p>1) There was really no free time at school except recess, and now that there were no races, Jess and Leslie usually <u>looked for a quiet place on the field, and sat and talked.</u></p> <p>2) (usually) looked for a quiet place on the field, and sat and talked (now that there were no races)</p>	<p><b>II</b></p> <p>1) That afternoon Jess kept having visions of <u>Mrs Myers dressed only in a pink corset being weighed in.</u></p> <p>2) kept having visions of Mrs Myers dressed only in a pink corset being weighed in (kept imagining Mrs Myers dressed only in a pink corset being weighed in)</p>
<p>Note</p>	

91 – 94	95
<div data-bbox="61 167 117 199" data-label="Text"> <p>I</p> </div>	<div data-bbox="308 167 364 199" data-label="Text"> <p>I</p> </div> <div data-bbox="308 311 341 359" data-label="Text"> <p>1)</p> </div> <div data-bbox="308 359 1036 462" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Students tick the sentence that best describes what has happened so far in the story. (The answer may be found by reading EII 92b and EII 93a.)</li> </ul> </div> <div data-bbox="330 510 392 574" data-label="Form"> <input type="radio"/> </div> <div data-bbox="330 606 392 670" data-label="Form"> <input type="radio"/> </div> <div data-bbox="330 702 392 766" data-label="Form"> <input checked="" type="radio"/> </div>

96 – 99	100
<p><b>I</b></p>	<p><b>I</b></p> <hr/> <p>1)</p> <ul style="list-style-type: none"> <li>• Students may answer the question using their own words and their own ideas, but they should justify their answer. The reason may not be taken directly from the extract but it should relate to the story.</li> <li>• The joust begins on EII 98b.</li> <li>• Answers should be correctly punctuated and the words correctly spelt.</li> </ul> <p>SAMPLE ANSWERS</p> <p>I don't think I would enjoy watching a joust because I wouldn't like seeing the knights get hurt.</p> <p>I think watching a joust would be really exciting. I would love to see knights dressed in armour, galloping towards each other on their horses.</p>

101	102	103
<b>I</b>	<b>I</b>  1) having nursery tea (at the present moment with a minimum of comfort and a maximum of noise)	<b>I</b>  1) father  (rather) irritable  excellent lungs and tireless tongues
1) <u>Not one of the seven</u> <u>is really good, for the</u> <u>very excellent reason</u> <u>that Australian</u> <u>children never are.</u>  2) not one of the seven is really good	<b>II</b>  1) it had been months since they/the children had seen their cousins  2) a maximum of noise and displayed a minimum of manners	<b>II</b>  1) was not only more cheerful  (wonderful) stories  2) (very) poor health and constant back pain
<b>Note</b> In the underlining exercises in EII 101–170, the students are required to underline at least the words underlined in the answer book.		

104	105
<p><b>I</b></p> <p>1) so much to do (in her second capacity)</p>	<p><b>I</b></p> <p>1) she/the mother was only twenty</p>
<p><b>II</b></p> <p>1) (he claimed that) (ideas for) his stories developed more easily</p> <p>2) concentrated so hard</p> <p>her children's friend (their friend)</p> <p>almost ignored</p>	<p><b>II</b></p> <p>1) (both) the parents left early for work</p> <p>2) the parents did not expect her to be a housekeeper (as well)</p>
<p>Note</p>	

106	107	108
<b>I</b>  1) wrapped  2) astonishing	<b>I</b>  1) little scrap  2) ceremony	<b>I</b>  1) pressing  pinching its tiny arms  pulling  2) ‘squeak’ (squeak)  the strange pleasure of hearing the yells of despair
<b>II</b>  1) despair  2) circumstance(s)  3) astounding  4) latter  5) muffled  6) sustain	<b>II</b>  1) service  2) Beyond  3) seldom  4) infrequently  5) developed  6) morsel	<b>II</b>  1) hated scouting at cricket  loathed (the very name of a) paper-chase  run an errand (run errands)
Note		



109	110
<p><b>I</b></p> <p>1) Nell</p> <p>the ‘show’ Woolcot (the show Woolcot)</p> <p>2) exquisite child-angel</p> <p>Raphael Tuck’s Christmas cards</p>	<p><b>I</b></p> <p>1) plunged them all into ceaseless scrapes (plunged the seven into ceaseless scrapes)</p> <p>2) turn round(, not infrequently,) and upbraid her for suggesting the mischief</p>
<p><b>II</b></p> <p>1) to walk</p> <p>seldom looked picturesque</p> <p>move rather slowly (about)</p> <p>would have made a picture in any attitude</p>	<p><b>II</b></p> <p>1) always popping and jerking herself about like the celebrated wife of Punch</p> <p>Judy</p>
<p>Note</p>	

111	112	113
<b>I</b>	<b>I</b>  1) the movie  into the driveway  the (front) door  the doorway	<b>I</b>  1) Toby  his boots  soaking wet  dripping
1) Well, <u>it was cold,</u> <u>the rain was pelting</u> <u>the windows, the</u> <u>wind was howling,</u> and it felt pretty good to be indoors.  2) the rain was pelting the windows (the wind was howling)  the wind was howling (the rain was pelting the windows)	<b>II</b>  1) the car (a car)  parking on the road outside  2) came in through the (front) door  the/a little ball of fur (the/a little ball of fur in his arms) (a puppy)	<b>II</b>  1) want puddles all over her nice clean floor  2) punched (poor) Ian so hard that he (had) looked like a dazed boxer
<b>Note</b> In the underlining exercises in EII 101–170, the students are required to underline at least the words underlined in the answer book.		

114	115
<p><b>I</b></p> <p>1) his tranquil evening had been destroyed</p> <p>had (even) said hello to him</p>	<p><b>I</b></p> <p>1) explain everything</p> <p>Mr Monroe is a college professor a lawyer</p>
<p><b>II</b></p> <p>1) a look that said, “Please feed me!”</p> <p>whimpered quietly</p> <p>2) been waiting for Mrs Jennings to come back</p> <p>dog food</p>	<p><b>II</b></p> <p>1) as though her father/he talked more to the dog than (he did)</p> <p>2) he could understand the general idea from the tone of her father’s voice</p>
<p>Note</p>	

116	117	118
<b>I</b> 1) vacant 2) distract	<b>I</b> 1) commotion 2) cinema staff	<b>I</b> 1) the words tied to the rabbit's neck (with a ribbon) 2) were in a totally unfamiliar language
<b>II</b> 1) lawyer 2) vacant 3) decipher 4) staked out 5) distract 6) dazed	<b>II</b> 1) usher 2) indicated 3) reminded 4) whimpering 5) fuss 6) chuckle	<b>II</b> 1) make a house for him (out of an old crate and some heavy-duty wire mesh from the garage) would make a bed for him
Note		

119	120
<p><b>I</b></p> <p>1) think (that) rabbits like(d) milk</p> <p>2) a deafening crash commanded their attention</p>	<p><b>I</b></p> <p>1) at one of those late night parties in Toby's room (at a late night party in Toby's room)</p> <p>2) kept Harold/him in chocolate cake</p>
<p><b>II</b></p> <p>1) any milk left  (certainly) wasn't going to argue with him  water</p>	<p><b>II</b></p> <p>1) (that) Pete/he hadn't changed his socks for a week</p>
<p>Note</p>	

121	122	123
<b>I</b>	<b>I</b>  1) Dinosaurs (that lived 70 million years ago)  Egyptian slaves (an Egyptian slave)	<b>I</b>  1) pounding down the court  filtering the air with his lungs ((taking 40 to 60 breaths and) pumping 2 to 4 litres (quarts) of air through his lungs each minute)
1) In a few minutes, those atoms you’ve exhaled <u>will travel right through your neighbourhood.</u>  2) will travel right through your neighbourhood	<b>II</b>  1) The body  building blocks to maintain and repair itself, and to grow  2) exhaled  plants and other people take them in (taken in by plants and other people)	<b>II</b>  1) passing air over the vocal cords, low down in the throat  2) muscles  stretch the (vocal) cords (tighter)  relax them
<b>Note</b> In the underlining exercises in EII 101–170, the students are required to underline at least the words underlined in the answer book.		

124	125
<p><b>I</b></p> <p>1) the olfactory bulb</p> <p>messages to the brain about the odour of the air coming in</p>	<p><b>I</b></p> <p>1) rushes down your windpipe</p> <p>the bronchi</p> <p>(smaller tubes called) bronchioles</p> <p>air sacs</p>
<p><b>II</b></p> <p>1) remove</p> <p>irritate or tickle the inside</p> <p>2) exposed to bright light can (also) trigger sneezing</p> <p>(exposed to strong sunlight can trigger sneezing)</p>	<p><b>II</b></p> <p>1) the nose</p> <p>the nasal chamber</p> <p>the lungs</p> <p>2) cough</p> <p>forces the air out of our lungs (at high speed)</p> <p>any strange matter with it</p>
<p>Note</p>	

126	127	128
<b>I</b> 1) tubes 2) receive	<b>I</b> 1) reverse 2) breathe it out	<b>I</b> 1) in two minutes we're dead 2) the air has almost no oxygen in it  roasted  the temperature is so high
<b>II</b> 1) exposing 2) substance 3) microscope 4) supply 5) essential 6) blood vessels	<b>II</b> 1) glorious 2) moistened (moist) 3) bristles 4) reverse 5) atmosphere 6) exhale	<b>II</b> 1) dive down to the ocean floor  find a world of strange, microscopic creatures
Note		



129	130
<p><b>I</b></p> <p>1) a simple sugar</p> <p>their food</p> <p>oxygen</p> <p>2) have (slowly) released oxygen into the water and air (over many millions of years)</p>	<p><b>I</b></p> <p>1) oxygen into the (Earth's) air</p> <p>2) created the essential conditions for life (in all its glorious forms)</p>
<p><b>II</b></p> <p>1) plants have been able to spread</p> <p>all kinds of plants</p> <p>they're all releasing oxygen into the air</p>	<p><b>II</b></p> <p>1) the troposphere</p> <p>“air” (air)</p> <p>the amount of gases decreases the farther out</p>
<p>Note</p>	

131	132	133
<b>I</b>	<b>I</b>  1) put out a groping hand for the edge of the table  lowered herself slowly on to the stool	<b>I</b>  1) have to emigrate
1) ‘ <u>You went up the curtain,</u> ’ said Homily.  2) up the curtain	<b>II</b>  1) (anxious) expression on her father’s face  2) had lost his job (that day)	<b>II</b>  1) the man might simply have been walking in the same direction (as Alan)  2) if someone found where Alan lived  would find where they all lived
<b>Note</b> In the underlining exercises in EII 101–170, the students are required to underline at least the words underlined in the answer book.		

134	135
<p><b>I</b></p> <p>1) badger's set</p> <p>earthworms</p> <p>nuts</p> <p>berries</p> <p>mice</p>	<p><b>I</b></p> <p>1) not been a boy</p> <p>this house (that house) (the house)</p> <p>(these) twenty years</p>
<p><b>II</b></p> <p>1) (all) the pollution and traffic (everywhere)</p> <p>2) Mum</p> <p>be (just) fine</p> <p>hated the house the most</p>	<p><b>II</b></p> <p>1) he heard a noise</p> <p>2) he (definitely) had a beard</p>
<p>Note</p>	

136	137	138
<div>I</div> <div>1) wordlessly</div> <div>2) children’s room</div>	<div>I</div> <div>1) cried</div> <div>2) misunderstand</div>	<div>I</div> <div>1) a cup</div> <div>2) heavy</div> <div>you can hold it</div> <div>drops or droops</div>
<div>II</div> <div>1) swivelled</div> <div>2) grating</div> <div>3) drooped</div> <div>4) nursery</div> <div>5) stifled</div> <div>6) Silence</div>	<div>II</div> <div>1) wailed</div> <div>2) mistaking</div> <div>3) grumbled</div> <div>4) groped</div> <div>5) gasped</div> <div>6) aghast</div>	<div>II</div> <div>1) Pod</div> <div>got out of bed</div> <div>looking up</div> <div>take the cup</div>
Note		

139	140
<p><b>I</b></p> <p>1) to emigrate</p> <p>2) got the house (so) nice</p> <p>a clock</p> <p>Arrietty</p>	<p><b>I</b></p> <p>1) Egglestina  <span style="display: inline-block; vertical-align: middle; margin-left: 10px;">( being “seen” Egglestina )</span></p> <p>being “seen”  <span style="display: inline-block; vertical-align: middle; margin-left: 10px;">(being seen) (being ‘seen’)</span></p> <p>2) try to find out for themselves</p>
<p><b>II</b></p> <p>1) make her believe</p> <p>the floor</p> <p>about Mrs Driver or Crampfurl</p> <p>cats</p>	<p><b>II</b></p> <p>1) the rise and fall of worried voices</p> <p>(heart-felt) cry</p> <p>What shall we do?</p>
<p>Note</p>	

141	142	143
<div>I</div> <div>1) <u>These islands have slightly warmer climates</u> than Antarctica.</div> <div>2) because these islands have slightly warmer climates (than Antarctica)</div> <div>OR</div> <div>1) <u>Because they are warmer</u>, more plants and animals, including humans, live on and visit the subantarctic islands.</div> <div>2) because they/the subantarctic islands are warmer</div>	<div>I</div> <div>1) six months of daytime (six months of night-time)</div> <div>six months of night-time (each year) (six months of daytime)</div> <div>the tilt of the Earth</div> <div>II</div> <div>1) this half is tilted towards the Sun during these months</div> <div>2) everywhere south of the equator, including the South Pole, (then) experiences winter</div>	<div>I</div> <div>1) too cold</div> <div>any rain that falls, freezes and forms snowflakes</div> <div>II</div> <div>1) the beaches around the coast offer many safe, sheltered spots for swimming or picnics</div> <div>2) were no large mammals (living) there before humans arrived</div>
<div>Note</div> <div>In the underlining exercises in EII 101–170, the students are required to underline at least the words underlined in the answer book.</div>		

144	145
<p><b>I</b></p> <p>1) heavy, swirling snow wind of up to 150 kilometres an hour</p>	<p><b>I</b></p> <p>1) strong winds and ocean currents break pack ice into large pieces</p>
<p><b>II</b></p> <p>1) simple plants (tiny, one-celled plants)  roots or stems (stems or roots)</p> <p>2) almost no other plants grow in the sea</p>	<p><b>II</b></p> <p>1) come/break off from the Arctic ice sheet (at the North pole)</p> <p>2) failed to spot an iceberg early enough (on the ship's very first voyage in 1912).</p>
<p>Note</p>	

146	147	148
<b>I</b> 1) parts in every hundred 2) rectangular	<b>I</b> 1) according to 2) severe	<b>I</b> 1) Wandering Albatrosses 2) (big) wings  a (wing) span of more than four metres
<b>II</b> 1) sheltered 2) extreme 3) depth 4) iceberg 5) per cent 6) rectangular	<b>II</b> 1) depends on 2) harsh 3) algae 4) seabed 5) including 6) mammals	<b>II</b> 1) is too cold, dry and windy for many types of plants to survive
Note		



149	150
<p><b>I</b></p> <p>1) a mixture of fungi and algae (a mixture of fungi (plant-like living things that do not have any colour, stems, roots or leaves) and algae (plants with colour but without stems, roots or leaves))</p> <p>2) they get their food and water directly from the air</p> <p>they grow close to the ground</p>	<p><b>I</b></p> <p>1) (mostly) penguins, fish or smaller seals such as young Crabeaters</p> <p>2) strong, fast swimmers and have powerful jaws and sharp teeth</p>
<p><b>II</b></p> <p>1) invertebrates</p> <p>on Antarctica</p> <p>different types of animals</p> <p>the coast of Antarctica</p>	<p><b>II</b></p> <p>1) to swim</p> <p>fly</p> <p>to depths of up to 60 metres</p> <p>up to 40 kilometres an hour</p>
<p>Note</p>	

151	152	153
<b>I</b>	<b>I</b>  1) attending the King in the west of the country	<b>I</b>  1) so many strange things to learn and do (here) (so many strange things to learn and do there)  time
1) Our arrival made me [Toby] feel most grand, for <u>when we were yet some distance away, the watchman did spy us out and sound his horn, and my cousin Simon rode out to greet us.</u>  2) they were yet some distance away  his horn  greet them	<b>II</b>  1) been years since she had last seen them  2) since her parents had (suddenly) been taken ill	<b>II</b>  1) because/since one of the other assistant chefs was away  2) he would never be able to remember everything
<b>Note</b> In the underlining exercises in EII 101–170, the students are required to underline at least the words underlined in the answer book.		

154	155
<p><b>I</b></p> <p>1) learn courtesy and the manners and customs of a noble family</p>	<p><b>I</b></p> <p>1) (also to be) his aunt's personal page her nephew</p>
<p><b>II</b></p> <p>1) kept a large estate and employed many servants (to maintain it)</p> <p>2) taking good care of all the servants and their families</p>	<p><b>II</b></p> <p>1) she (had) sprained her ankle (last week) and was unable to move (around)</p> <p>2) so that she could ring for him whenever she needed something</p>
<p>Note</p>	

156	157	158
<b>I</b> 1) sent him away 2) duty	<b>I</b> 1) continuously 2) outfits	<b>I</b> 1) companion (servant      )(a companion) (companion)(a servant) servant 2) comes from a good family and is used to soft clothes and being waited upon
<b>II</b> 1) duties (duty) 2) courtesy 3) dismissed 4) senior 5) privilege 6) task	<b>II</b> 1) estate(s) 2) bade 3) chivalry 4) continuously 5) nephew 6) uniform	<b>II</b> 1) directs the Steward in the management of the castle household  must do all her own work
Note		

159	160
<p><b>I</b></p> <p>1) the Constable              the Reeve <small>(the Reeve                            the Constable)</small></p> <p>2) he did not smile or speak              sighed deeply              had already wronged him</p>	<p><b>I</b></p> <p>1) The Chaplain</p> <p>2) rise an hour earlier each              morn(ing) (to attend Mass)              schooling</p>
<p><b>II</b></p> <p>1) ride in a hunt              patience              learn of such things in time</p>	<p><b>II</b></p> <p>1) his mother (has) taught him well              in reading and writing in English</p>
<p>Note</p>	

161	162	163
<b>I</b>	<b>I</b>  1) has not erupted for many thousands of years	<b>I</b>  1) (to) create (new) rock  the earth's atmosphere  (in turn) provided the conditions
1) But an eruption can <u>create new land</u> as well as destroying it.  2) creating new land  destroying it (destroying land)	<b>II</b>  1) because/since molten rock and hot gases build up under the volcano's blocked vent  2) caused a great deal of destruction and loss of life	<b>II</b>  1) the atmosphere was unable to support life  2) poured  (the) erupting volcanoes
<b>Note</b> In the underlining exercises in EII 101–170, the students are required to underline at least the words underlined in the answer book.		

164	165
<p><b>I</b></p> <p>1) how the earth is made (up) what causes volcanoes</p>	<p><b>I</b></p> <p>1) temperatures inside the earth are very high (– over 5,000 °C in the core) (temperatures (inside the earth) are (very high and) over 5000 °C in the core)</p>
<p><b>II</b></p> <p>1) water deep underground comes into contact with hot volcanic rock</p> <p>2) since/because hot water dissolves minerals in the rocks (through which it passes)</p>	<p><b>II</b></p> <p>1) energy fragments of matter (in the solar system) collided</p> <p>2) lighter rock the surface a hard crust formed</p>
<p><b>Note</b> EII 165 <b>I</b> 1): The wording of students' answers may differ from that given here.</p>	

166	167	168
<b>I</b>  1) amounts  2) melted rock	<b>I</b>  1) flood  2) swallowing up	<b>I</b>  1) from fine ash and dust particles, to pebble-sized rock fragments  2) Heavy tephra falls can damage buildings, causing roofs to collapse.
<b>II</b>  1) eruption  2) distribute  3) dormant  4) lava  5) quantities  6) accompanied	<b>II</b>  1) range  2) fragment  3) crust  4) engulfed  5) Molten  6) torrent	<b>II</b>  1) does not often threaten people's lives  moves slowly(, perhaps only a few centimetres per hour)
<b>Note</b> EII 168 <b>I</b> 2): The precise wording of students' answers may differ from that given here.		



169	170
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) are released into the atmosphere</li> <li>2) releases 8,000 tonnes of sulphur dioxide gas (into the atmosphere) each day</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) Huge tidal waves (called tsunami) (Tsunami)</li> <li>2) 30-m-high waves which devastated the coastlines of many neighbouring islands</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) combined with ash and rock debris  a lahar (that was 40 m deep)</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) (According to some scientists,) the dinosaurs died out on earth because a dust cloud resulting from a series of huge volcanic eruptions blocked out the sun.</li> </ol>
<p><b>Note</b> EII 170 <b>II</b> 1): The precise wording of students' answers may differ from that given here, but the word 'because' must be included in the answer.</p>	

171	172
<b>I</b>  1) B 2) D 3) F 4) C 5) A 6) E 7) H 8) G	<b>I</b>  1) C 2) A 3) D 4) F 5) B 6) G 7) E 8) H
<b>II</b>  1) D 2) F 3) A 4) E 5) B 6) H 7) C 8) G 9) I	<b>II</b>  1) E 2) B 3) A 4) C 5) D 6) I 7) H 8) G 9) F
Note	

173	174	175
<b>I</b>	<b>I</b>	<b>I</b>
1) E	1) A	1) C
2) A	2) G	2) A
3) G	3) B	3) G
4) C	4) D	4) F
5) F	5) F	5) E
6) D	6) E	6) H
7) H	7) C	7) D
8) B	8) H	8) B
<b>II</b>	<b>II</b>	<b>II</b>
1) G	1) C	1) A
2) A	2) E	2) G
3) F	3) F	3) E
4) B	4) D	4) B
5) I	5) H	5) C
6) E	6) B	6) I
7) H	7) G	7) H
8) C	8) I	8) F
9) D	9) A	9) D
Note		

176	177
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) extremes</li> <li>2) foes</li> <li>3) morsel</li> <li>4) queerest</li> <li>5) vacant</li> <li>6) reassured</li> <li>7) molten</li> <li>8) enchanted</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) genius</li> <li>2) escorted</li> <li>3) stifled</li> <li>4) eruption</li> <li>5) opportunity</li> <li>6) service</li> <li>7) alighted</li> <li>8) iceberg</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) bargaining</li> <li>2) slaved</li> <li>3) headline</li> <li>4) tumbled</li> <li>5) glorious</li> <li>6) privilege</li> <li>7) algae</li> <li>8) slender</li> <li>9) aghast</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) expenses</li> <li>2) marvellous</li> <li>3) estate</li> <li>4) circumstances</li> <li>5) blood vessels</li> <li>6) obliged</li> <li>7) inquisitive</li> <li>8) attention</li> <li>9) clutched</li> </ol>
<p>Note</p>	

178	179	180
<b>I</b>	<b>I</b>	<b>I</b>
1) brim	1) employed	1) recovered
2) courtesy	2) coward	2) bridle
3) provided	3) engineering	3) permanent
4) staked	4) glistened	4) fragments
5) silence	5) affection	5) chivalry
6) latter	6) raging	6) completely
7) depth	7) dismissed	7) sustain
8) scholarship	8) wailed	8) commanded
<b>II</b>	<b>II</b>	<b>II</b>
1) commotion	1) fuss	1) nursery
2) officially	2) spluttered	2) withered
3) visions	3) seldom	3) per cent
4) range	4) coarse	4) astonishing
5) muttered	5) exhale	5) midst
6) usher	6) nephew	6) indicated
7) monarch	7) snuffled	7) continuously
8) plunged	8) chuckled	8) absurd
9) substances	9) rectangular	9) reverse
Note		

181	182
<div>I</div> <div>1) H</div> <div>2) D</div> <div>3) B</div> <div>4) A</div> <div>5) E</div> <div>6) G</div> <div>7) C</div> <div>8) F</div>	<div>I</div> <div>1) F</div> <div>2) H</div> <div>3) D</div> <div>4) B</div> <div>5) A</div> <div>6) G</div> <div>7) E</div> <div>8) C</div>
<div>II</div> <div>1) I</div> <div>2) A</div> <div>3) C</div> <div>4) G</div> <div>5) D</div> <div>6) F</div> <div>7) B</div> <div>8) H</div> <div>9) E</div>	<div>II</div> <div>1) H</div> <div>2) A</div> <div>3) F</div> <div>4) E</div> <div>5) G</div> <div>6) B</div> <div>7) C</div> <div>8) I</div> <div>9) D</div>
<div>Note</div>	

183	184	185
<b>I</b>	<b>I</b>	<b>I</b>
1) B	1) D	1) G
2) C	2) B	2) A
3) G	3) F	3) H
4) E	4) A	4) E
5) D	5) G	5) C
6) A	6) E	6) D
7) F	7) H	7) B
8) H	8) C	8) F
<b>II</b>	<b>II</b>	<b>II</b>
1) B	1) E	1) A
2) H	2) C	2) D
3) D	3) G	3) F
4) F	4) H	4) H
5) C	5) A	5) I
6) E	6) F	6) E
7) I	7) D	7) G
8) G	8) B	8) B
9) A	9) I	9) C
Note		

186	187
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) statue</li> <li>2) crust</li> <li>3) wrinkles</li> <li>4) developed</li> <li>5) incredible</li> <li>6) groped</li> <li>7) stowed</li> <li>8) companions</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) Evidently</li> <li>2) awarded</li> <li>3) witnessed</li> <li>4) infrequently</li> <li>5) excelled</li> <li>6) approve</li> <li>7) drooping</li> <li>8) shimmering</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) dazed</li> <li>2) harsh</li> <li>3) distribute</li> <li>4) particularly</li> <li>5) ripples</li> <li>6) atmosphere</li> <li>7) faint</li> <li>8) mistaking</li> <li>9) annoyance</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) frowned</li> <li>2) depends</li> <li>3) quantities</li> <li>4) convinced</li> <li>5) task</li> <li>6) whimpered</li> <li>7) residence</li> <li>8) exclaimed</li> <li>9) bristles</li> </ol>
<p>Note</p>	



188	189	190
<b>I</b>	<b>I</b>	<b>I</b>
1) microscope	1) clasped	1) dawdled
2) conversation	2) exposed	2) portraits
3) livid	3) sombre	3) reckless
4) including	4) flourishing	4) accompanied
5) dwelt	5) torrent	5) duties
6) identity	6) lawyer	6) astounding
7) swivelled	7) sheltered	7) pursue
8) distract	8) siege	8) disturb
<b>II</b>	<b>II</b>	<b>II</b>
1) lava	1) senior	1) attached
2) rumble	2) tinted	2) essential
3) bade	3) muffled	3) yearned
4) pasture	4) furnaces	4) engulfed
5) remind	5) grumbled	5) mammals
6) brisk	6) overwhelming	6) decipher
7) sufficient	7) selfishness	7) gasped
8) despair	8) flustered	8) dismay
9) recipe	9) dormant	9) supply
Note		

191 – 194	195
<p><b>I</b></p>	<p><b>I</b></p> <hr/> <p>1)</p> <ul style="list-style-type: none"> <li>Students tick the sentence which describes what has happened so far in the story. (The answer may be found by reading EII 195a.)</li> </ul> <p> <input checked="" type="radio"/> </p> <p> <input type="radio"/> </p> <p> <input type="radio"/> </p>

196 – 199	200
<p><b>I</b></p>	<p><b>I</b></p> <hr/> <p>1)</p> <ul style="list-style-type: none"> <li>• Students may write any item or list of items, but it should be part of a complete sentence.</li> <li>• Students may answer the question using their own words and their own ideas.</li> <li>• Answers should be correctly punctuated and the words correctly spelt.</li> </ul> <p>SAMPLE ANSWERS</p> <p>I think there is treasure in the captain's sea-chest.</p> <p>I think there's a treasure map, pirate's gold, a nautical compass and a broken sextant in the sea-chest.</p> <p>In the captain's sea-chest I think there are two brass keys, an old book and a locked box containing the captain's old watch.</p>